

VISIT...

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Tutor Teaching Tips

Repeated Reading • Y-5

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards

Introducing the Passage 5 minutes

Read part 1 of the passage *The Mystery Twin* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

Who is Michelle going to meet? (a twin brother she has never seen before)

How were Michelle and her brother separated? (They were adopted by different families.)

Will the twin look like her? (not exactly like her)

If time permits, repeat the steps above using part 2 of the passage, *The Mystery Twin*.

Optional Activity 5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and spread them out face down on the table. Have the child draw two cards, read the words, and tell you whether those words can form a contraction and what that contraction is. If the child is correct and the words do form a contraction, he/she gets to keep the cards and go again. If the child is incorrect or the words do not form a contraction, the child turns the cards over and it is your turn. Repeat the game as time permits.

Part 1

How do you prepare to meet a twin brother you've never seen before?	13
Michelle had thought about this question for the past three months. It was	26
three months ago that she had asked her parents to call the agency where	40
she had been adopted. Michelle had always known her birth mother's	51
name, but she wanted to know more. She'd never expected that she had a	65
twin. She and her twin had both been adopted, but by different families.	78
"So, he won't look like me?" she asked her parents. They were waiting for	92
her brother, Andrew, to arrive with his adopted parents.	101
"Well, you won't look exactly alike, because you're not identical twins.	112
But you'll look as alike as most brothers and sisters," Dad said. Michelle	125
shivered a little. She couldn't imagine her features—her nose, her curly	137
hair—on a boy. What if he was strange looking, or if she didn't like him?	153
"Are you nervous?" Mom asked. She squeezed Michelle's hands. Michelle	163
nodded. "Me, too," her mother said.	169
"Why would you be nervous?" Michelle asked.	176
"Oh, I don't know," Mom said, trying to smile. "It's a big day."	189



Part 2

Someone was honking a car horn outside. Michelle's heart jumped, but she sat while Dad leaped up and peered through the curtains. "Here he is," he announced.

The doorbell rang, and Dad rushed to welcome Michelle's twin brother, Andrew, and his adoptive parents. Before Michelle had a chance to move, she heard Dad say, "She's right in the living room. Come on in."

Andrew's parents came in first. The mother had long hair in a braid, and the father was tall and had a beard. *What if they had adopted me?* Michelle thought. For a second, she imagined a life in which she had been adopted by a different family.

The daydream vanished when she saw Andrew. He was taller than Michelle, but there was something similar about his face and the way he moved his arms as he walked. Even though she had never met Andrew before, she suddenly felt as if she had known him forever. She hadn't planned on even shaking his hand, but now she wanted to give him a hug.

As she hugged her brother, she heard him laughing over her shoulder. "Wow," he said. "I have a sister!"

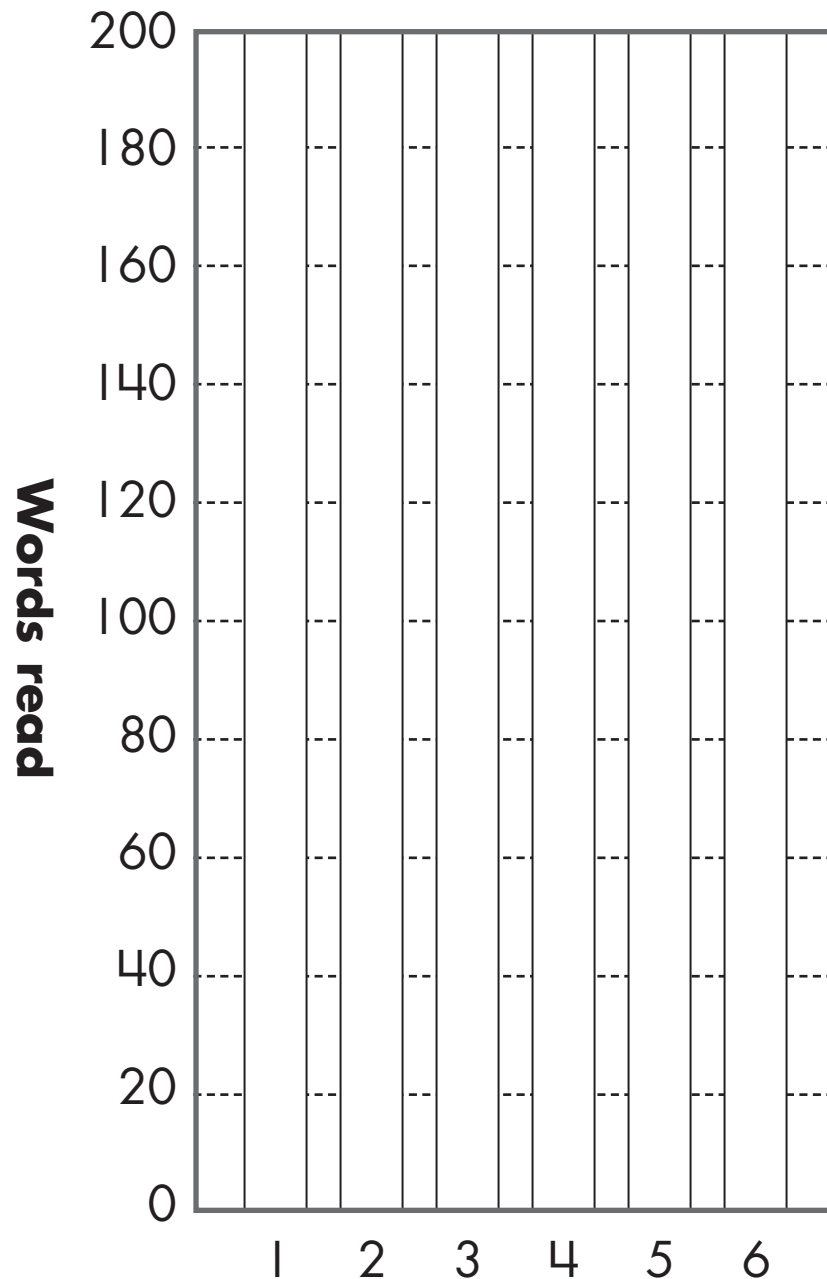


Fluency

Repeated Reading Bar Graph

Lesson Y-5

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6



do

not

could

not

would

not

have

not

she

is

it

is

you

are

we

are

you

have

we

have